COMPARISON OF ATTENDANCE OF PRIMARY AND SECONDARY CHILDREN AT THE WILLIAM CURTIS ECOLOGICAL PARK BETWEEN THE ACADEMIC YEARS OF 1981 - 1982 AND 1982 - 1983.

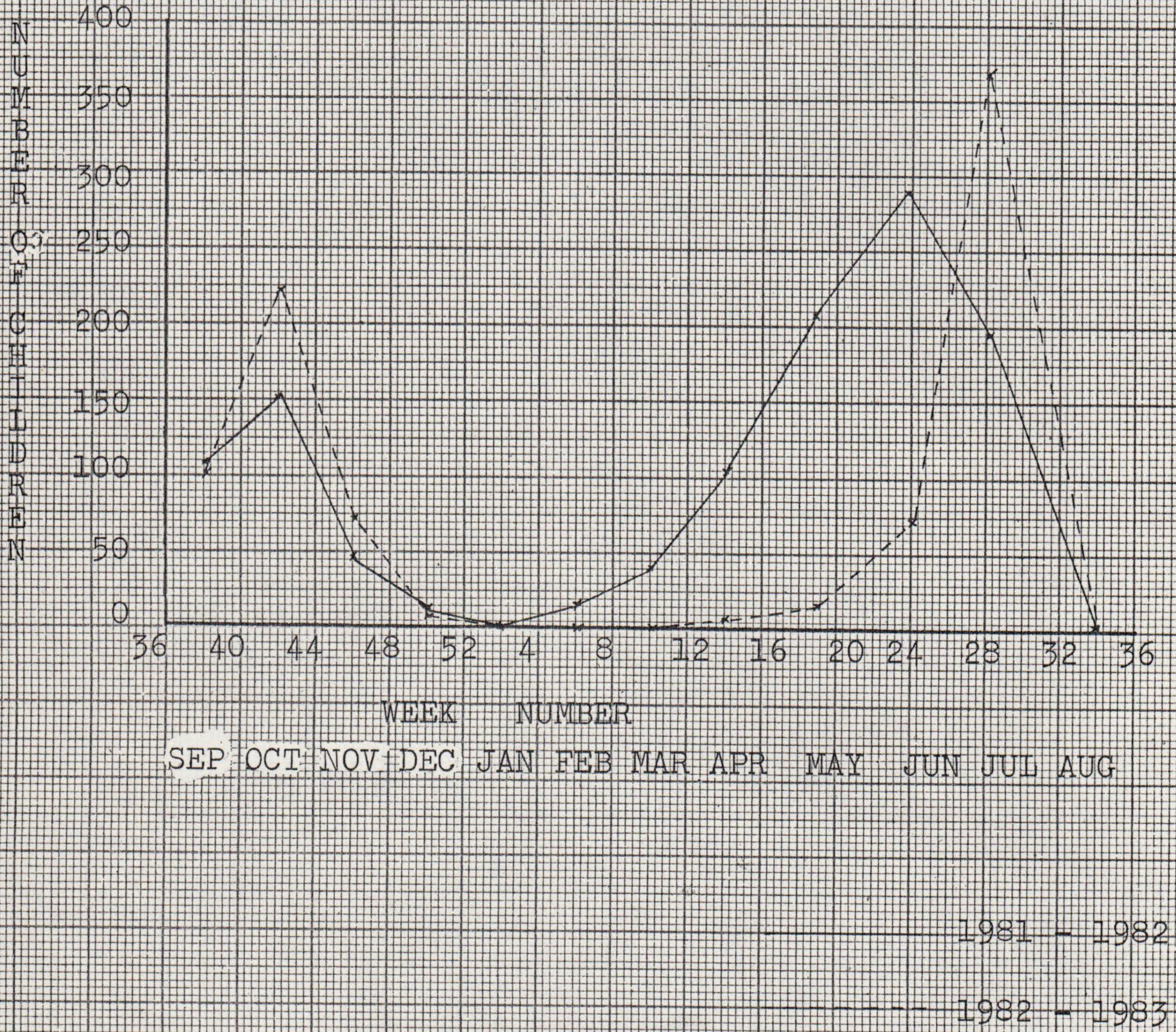
MONTH (APPROX)	WEEK NO.	1981 - 1982		1982 - 1983	
		PRIMARY	SECONDARY	PRIMARY	SECONDARY
SEPTEMBER	36 - 40	280	108	329	101
OCTOBER	41 - 44	401	151	267	248
NOVEMBER	45 - 48	215	47	383	73
DECEMBER	49 - 52	0	13	36	8
JANUARY	1 - 4	4	0	136	0
FEBRUARY	5 - 8	47	18	45	0
MARCH	9 - 12	279	41	276	0
APRIL	13 - 16	117	105	80	7
MAY	17 - 21	736	207	519	17
JUNE	22 - 25	343	291	287	73
JULY	26 - 30	338	196	321	368
AUGUST	31 - 35	0	0	0	0
TOTAL		2760	1177	2579	895

Difference in numbers of children visiting the Park between 1981 - 1982 and 1982 - 1983 :

Primary : 181 (7%) fewer children visited the Park in the second academic year.

Secondary : 282 (24%) fewer children visited the Park in the second academic year.

COMPARISON OF ATTENDANCE OF SECONDARY SCHOOLCHILDREN AT THE WILLIAM CURTIS ECOLOGICAL PARK BETWEEN THE ACADEMIC YEARS OF 1981 - 1982 AND 1982 - 1983.



UMMARY OF PRIMARY USE OF THE POND AT THE WILLIAM CURTIS SITE DURING THE PERIODAPRIL/JULY 1983.

a) Behaviour of pupils towards plants and animals when pond dipping.
b)Correct use of equipment.
c)Handling animals with care.

d)Random collection of animals.
e)Finding the richest zones for animal life, hypothesising why.

f)Predator/prey...'bat and moth' game,analysing why some animals are easier to catch than others.
g)Making samples of food chains using animal catch and 'pond minibeast' sheets.
h)Observing animal life on pond plants,e.g. feeding and eggs.

i)Looking at the differences between bugs and beetles.
j)Grouping according to own choice.
k)Using animal movement as a criteria for grouping.

L)Looking at variety of animal life in the pond.
m)Looking at variety within a species.

n)Thinking of ways in which the animals might defend themselves.

o) Responding to an argument that the primary groups might be responsible for the decline in the snail population by forming their own hypothesis.

p)Study of leeches and tadpoles in classroom to investigate their life-cycles... diaries kept and presented to the park.

q)Comparing pond and meadow plants.
r)Obseving animals feeding on plants after playing a food web game.

s)Making a map of the pond and putting in outstanding features.

t)Sketching, plasticine models, needlework, 'T.V.' programmes of life cycles.

u)Percussion music based on movement of pond animals.

v)Movement based on pond animals.
w)Identifying pond animals.

ARY OF THE USE OF PLANT LIFE AT THE WILLIAM CURTIS SITE DURING THE
IOD APRIL-JULY 1983. TREES.

Covering leaves for a number of weeks to record the effect of light deprivation.

b)Adopting 20 leaves to look for any signd of pollution,bird life and minibeasts.

c)Recording changes in buds from bud to leaf or bud to flower.

d)Recapitulating any changes observed throughout the year in individual trees.

FLOWERING PLANTS

e)Ragwort pull.

f)Comparison of flowering plants in meadow, pond,woodland and sand dune.

g)Looking at insect life on plants.

h)Sketching flowering plants'God who made that?'comment made by6year old pupil when he spotted a lupin.

i)Naming plants based on paper by Martin Spray'I name this plant'.

SUMMARY OF THE USE OF ANIMALS AT WILLIAM CURTIS PARK

AMPHIBIANS

a)Comparing frogs and toads.

b)Where can frogs be found?

c)Learning how to handle frogs.

d)Observing movement in frogs.

e)Observing differences between front and back legs.

f)Placing dark frogs in light containers and light frogs in dark containers to observe changes in colouration.

g)Looking at variety in species e.g. size, colour, shape.

sketching and modelling in plasticine.

MINIBEASTS

a)Random search for minibeasts.

b)Selective search for minibeasts in variety of habitats.

c)Looking at variety of species.

d)Learning to identify animals.

e)Inventing their own names for minibeasts.

f)Learning to handle animals carefully.

g)Learning techniques for collecting animals: pooters.

h)Looking at the behaviour of animals on plants.

i)Classifying animals with 6 legs,8 legs and no legs.

modelling and sketching individual animals.

BIRDS

a)LEARNING HOW AND WHERE TO BIRD SPOT.b)WATCHINGBIRD BEHAVIOUR

C)Learning the names of most common speciesd)Tallying sightings